Main Criteria: U.S. History-Based Writing Lessons

Secondary Criteria: Idaho Content Standards

Subject: Language Arts

Grades: 6, 7, 8

U.S. History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	6.RC- RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)

GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-RF.	Reading Fluency (RF)

GLE / BIG IDEA	7.RC- RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.

STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE

8.RC-

Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	8.RC- RF.4.	Read grade-level text with accuracy, automaticity appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or

STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-	Write informational texts that introduce the topic clearly; preview what is to follow by establishing
	RW.3.	and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a
GLE / BIG IDEA STANDARD / COURSE	8.W-	quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated

GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
	8.GC-GU.	Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /		

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Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.		
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).		
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.		
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)		
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)		
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.		
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.		
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)		
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.		
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).		
Idaho Content Standards				
Language Arts				

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)

GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE

7.GC-

Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction,

GU.1a. preposition, interjection).

Idaho Content Standards

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
		Idaho Content Standards

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
ST ANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
	7.ODC- OC.	Oral and Digital Communications Strand Oral Communications (OC)
COURSE CONTENT KNOWLEDGE AND SKILLS /	7.ODC-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	7.0DC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GLE / BIG IDEA	7.0DC- OC.1. 7.0DC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.0DC- OC.1. 7.0DC- OC.1. 7.0DC- OC.4.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. Grammar and Conventions Strand

Grade 8 - Adopted: 202

STANDARD / COURSE	8.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)	
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.	
STANDARD / COURSE	8.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)	
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.	
STANDARD / COURSE	8.VD-	Vocabulary Development Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)	
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.	
STANDARD / COURSE	8.VD-	Vocabulary Development Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)	
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	
STANDARD / COURSE	8.RS-	Research Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)	

GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	
STANDARD / COURSE	8.W-	Writing Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)	
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.	
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.	
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).	
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.	
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)	
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)	
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.	
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.	
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand	

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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Idaho Content Standards

Crade 6 Adopted: 2022			
		Grade 6 - Adopted: 2022	
ST ANDARD / COURSE	6.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)	
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.	
STANDARD / COURSE	6.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)	
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.	
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.	
STANDARD / COURSE	6.VD-	Vocabulary Development Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)	
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	

STANDARD / COURSE	6.VD-	Vocabulary Development Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Vord Building (WB)	
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.	
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)	
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	
STANDARD / COURSE	6.RS-	Research Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)	
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	
ST ANDARD / COURSE	6.W-	Writing Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)	
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.	
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.	
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).	
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.	

GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)	
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)	
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.	
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.	
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)	
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.	
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	

Grade 7 - Adopted: 2022			
STANDARD / COURSE	7.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)	
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.	
ST AND ARD / COURSE	7.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)	
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	

OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.	
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
STANDARD / COURSE	7.VD-	Vocabulary Development Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)	
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
STANDARD / COURSE	7.VD-	Vocabulary Development Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)	
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	
STANDARD / COURSE	7.RS-	Research Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)	
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	
STANDARD / COURSE	7.W-	Writing Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)	
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.	

GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.	
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).	
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.	
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)	
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)	
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.	
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.	
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)	
KNOWLEDGE AND SKILLS /	7.GC- GU.1.	Grammar and Usage (GU) Demonstrate command of the conventions of English grammar and usage when writing or speaking.	

Language Arts

Grade **8** - Adopted: **2022**

STANDARD / COURSE

8.RC-

Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)	
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.	
STANDARD / COURSE	8.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)	
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.	
STANDARD / COURSE	8.VD-	Vocabulary Development Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)	
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	
OBJECTIVE	8.VD-	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
	WB.1a.		
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.	
OBJECTIVE STANDARD / COURSE	8.VD-		
STANDARD /	8.VD- WB.1d.	meaning in context or in a dictionary.	
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.VD- WB.1d. 8.VD-	meaning in context or in a dictionary. Vocabulary Development Strand	
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD- WB.1d. 8.VD- 8.VD-AV.	Vocabulary Development Strand Academic Vocabulary (AV) Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or	
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.VD- WB.1d. 8.VD- 8.VD-AV. 8.VD- AV.3.	Vocabulary Development Strand Academic Vocabulary (AV) Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	

STANDARD /	8.W-	Writing Strand
COURSE		

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)

GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC- L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC- L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)

GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
	6.GC-GU.	Grammar and Conventions Strand Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /		

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-L.	Literature (L)
GLE / BIG IDEA	7.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- L.5b.	Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.
OBJECTIVE	7.RC- L.5c.	Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
STANDARD / COURSE	7.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
ST ANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC- L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-	With support from adults and peers, develop and strengthen writing as needed by planning,

ST ANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

Idaho Content Standards

Grade 6 - Adopted: 2022		
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.

OBJECTIVE	6.RC- L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC- L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
		Idaho Content Standards
		Language Arts

Grade 7 - Adopted: 2022			
STANDARD / COURSE	7.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)	

GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-L.	Literature (L)
GLE / BIG IDEA	7.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- L.5b.	Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.
OBJECTIVE	7.RC- L.5c.	Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
KNOWLEDGE AND SKILLS /	7.GC- GU.1.	Grammar and Usage (GU) Demonstrate command of the conventions of English grammar and usage when writing or speaking.

Language Arts

Grade **8** - Adopted: **2022**

STANDARD / COURSE

8.RC-

Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC- L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
	WB.1.	based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred
OBJECTIVE STANDARD /	8.VD- WB.1a. 8.VD- WB.1d.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.VD- WB.1a. 8.VD- WB.1d.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. Vocabulary Development Strand
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD- WB.1a. 8.VD- WB.1d. 8.VD- 8.VD-AV.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. Vocabulary Development Strand Academic Vocabulary (AV) Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.VD- WB.1a. 8.VD- WB.1d. 8.VD- 8.VD-AV.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. Vocabulary Development Strand Academic Vocabulary (AV) Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
	8.ODC- OC.	Oral and Digital Communications Strand Oral Communications (OC)
COURSE CONTENT KNOWLEDGE AND SKILLS /	8.ODC-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.ODC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary,
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD /	8.ODC- OC.1. 8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.ODC-OC.1. 8.ODC-OC.1. 8.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. Grammar and Conventions Strand

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC- L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC- L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)

GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-L.	Literature (L)
GLE / BIG IDEA	7.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- L.5b.	Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.
OBJECTIVE	7.RC- L.5c.	Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.0DC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC- L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)

GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
CLE / DIC IDEA	8.GC-	Demonstrate command of the conventions of English grammar and usage when writing
GLE / BIG IDEA	GU.1.	or speaking.

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Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC- L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC- L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.

STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-L.	Literature (L)
GLE / BIG IDEA	7.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- L.5b.	Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.
OBJECTIVE	7.RC- L.5c.	Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
	7.VD- 7.VD-AV.	Vocabulary Development Strand Academic Vocabulary (AV)
COURSE CONTENT KNOWLEDGE AND SKILLS /		
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV) Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	7.VD-AV. 7.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.VD-AV. 7.VD-AV.3.	Academic Vocabulary (AV) Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. Writing Strand

		Idaho Content Standards
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)

GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC- L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries,

GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
KNOWLEDGE AND SKILLS /		Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
KNOWLEDGE AND SKILLS / GOAL	oc.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary,
GLE / BIG IDEA STANDARD /	8.ODC-OC.1. 8.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
GLE / BIG IDEA GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.ODC-OC.1. 8.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. Grammar and Conventions Strand

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Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
ST ANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)

GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
	6.GC-GU.	Grammar and Conventions Strand Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /		

Grade 7 - Adopted: 2022			
STANDARD / COURSE	7.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)	
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.	
STANDARD / COURSE	7.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)	
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.	
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
STANDARD / COURSE	7.VD-	Vocabulary Development Strand	

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and

GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand

CONTENT		
KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
		in grade-level reading and content; gather vocabulary knowledge when considering a word or
GLE / BIG IDEA	AV.3.	in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	AV.3. 8.RS-	in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. Research Strand
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. Research Strand Deep Reading on Topics to Build Knowledge (DR) Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.RS-DR. 8.RS-DR.	in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. Research Strand Deep Reading on Topics to Build Knowledge (DR) Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
KNOWLEDGE AND SKILLS /		Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
KNOWLEDGE AND SKILLS / GOAL	oc.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary,
GLE / BIG IDEA STANDARD /	8.ODC-OC.1. 8.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
GLE / BIG IDEA GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.ODC-OC.1. 8.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. Grammar and Conventions Strand

Lesson 10: Unit 4 Summarizing a Reference, p. 89-100

Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Grade 7 - Adopted: 2022		
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	7.VD- WB.2b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and
		Conventions.)
ST ANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
	7.ODC- 7.ODC- OC.	
COURSE CONTENT KNOWLEDGE AND SKILLS /	7.ODC-	Oral and Digital Communications Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral and Digital Communications Strand Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	7.0DC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GLE / BIG IDEA	7.0DC- OC.1. 7.0DC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.0DC- OC.1. 7.0DC- OC.1. 7.0DC- OC.4.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. Grammar and Conventions Strand

STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-M.	Mechanics (M)
GLE / BIG IDEA	7.GC- M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	7.GC- M.2b.	Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.

ST ANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
ST ANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

Idaho Content Standards

		Grade 6 - Adopted: 2022
ST ANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
CT AND ADD /	6.ODC-	Oral and Digital Communications Strand
ST ANDARD / COURSE	0.000	oral and Digital Communications Strains
	6.ODC- OC.	Oral Communications (OC)
COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.ODC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GLE / BIG IDEA	6.ODC- OC.1. 6.ODC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC-OC.1. 6.ODC-OC.4.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. Grammar and Conventions Strand

Language Arts

Grade **7** - Adopted: **2022**

ST ANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)

GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)

GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-M.	Mechanics (M)
GLE / BIG IDEA	7.GC- M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	7.GC- M.2b.	Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).

Grade 8 - Adopted: 2022		
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
ST ANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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Idaho Content Standards

Grade 6 - Adopted: 2022		
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 7 - Adopted: 2022
ST ANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
	7.VD-WB.	Vocabulary Development Strand Word Building (WB)
COURSE CONTENT KNOWLEDGE AND SKILLS /		
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB) Determine or clarify the meaning of unknown and multiple-meaning words and phrases
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	7.VD-WB. 7.VD-WB.1. 7.VD-	Word Building (WB) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	7.VD-WB. 7.VD-WB.1. 7.VD-WB.1a.	Word Building (WB) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE	7.VD-WB.1. 7.VD-WB.1a. 7.VD-WB.1a.	Word Building (WB) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.VD-WB. 7.VD-WB.1. 7.VD-WB.1a. 7.VD-WB.1d.	Word Building (WB) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-M.	Mechanics (M)
GLE / BIG IDEA	7.GC- M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	7.GC- M.2b.	Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from
		one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Lesson 13: Unit 5 Writing from Pictures, p. 121-130

Idaho Content Standards

Grade 6 - Adopted: 2022		
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Grade 7 - Adopted: 2022			
STANDARD / COURSE	7.W-	Writing Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)	
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.	
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.	
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).	
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.	
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)	
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)	
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.	
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.	
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)	

GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Language Arts		
		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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Idaho Content Standards

	Grade 6 - Adopted: 2022			
STANDARD / COURSE	6.VD-	Vocabulary Development Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)		
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.		
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
STANDARD / COURSE	6.W-	Writing Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)		
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.		
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.		
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).		

GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Grade 7 - Adopted: 2022		
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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Grade 8 - Adopted: 2022		
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD /	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
KNOWLEDGE AND SKILLS /		Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
KNOWLEDGE AND SKILLS / GOAL	oc.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary,
GLE / BIG IDEA STANDARD /	8.ODC-OC.1. 8.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
GLE / BIG IDEA GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.ODC-OC.1. 8.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. Grammar and Conventions Strand

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Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)

GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
	6.GC-GU.	Grammar and Conventions Strand Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /		

Grade 7 - Adopted: 2022		
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.

GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC-	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction,

Grade 8 - Adopted: 2022		
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

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Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE

6.RC-

GU.1a.

Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
ST ANDARD / COURSE	6.W-	Writing Strand
	6.W-RW.	Writing Strand Range of Writing (RW)
COURSE CONTENT KNOWLEDGE AND SKILLS /		
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW) Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries,
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.W-RW. 6.W- RW.1.	Range of Writing (RW) Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.W-RW.1. 6.W-RW.3.	Range of Writing (RW) Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a

STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE

6.GC-

GU.1a.

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preposition, interjection).

Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction,

Grade 7 - Adopted: 2022		
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
ST ANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
ST ANDARD /	7.RS-	Provide the state of the state
COURSE	7.85-	Research Strand
	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
COURSE CONTENT KNOWLEDGE AND SKILLS /		
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP. 7.RS-	Inquiry Process to Build, Present, and Use Knowledge (IP) Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	7.RS-IP. 7.RS-IP.1.	Inquiry Process to Build, Present, and Use Knowledge (IP) Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.RS-IP. 7.RS-IP.1.	Inquiry Process to Build, Present, and Use Knowledge (IP) Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. Research Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP. 7.RS-IP.1. 7.RS-DR. 7.RS-DR.	Inquiry Process to Build, Present, and Use Knowledge (IP) Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. Research Strand Deep Reading on Topics to Build Knowledge (DR) Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD /	7.RS-IP. 7.RS-IP.1. 7.RS-DR. 7.RS-DR.	Inquiry Process to Build, Present, and Use Knowledge (IP) Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. Research Strand Deep Reading on Topics to Build Knowledge (DR) Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT		
KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
KNOWLEDGE AND SKILLS /		Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
KNOWLEDGE AND SKILLS / GOAL	OC. 7.ODC-	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate
GLE / BIG IDEA STANDARD /	7.0DC- OC.1. 7.0DC- OC.4.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.0DC- OC.1. 7.0DC- OC.4.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. Grammar and Conventions Strand

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
ST ANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)

GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
	8.GC-GU.	Grammar and Conventions Strand Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /		

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		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
ST ANDARD /		
COURSE	6.ODC-	Oral and Digital Communications Strand
	6.ODC- OC.	Oral and Digital Communications Strand Oral Communications (OC)
COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC-	-
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.ODC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GLE / BIG IDEA	6.ODC- OC.1. 6.ODC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC-OC.1. 6.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. Grammar and Conventions Strand

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STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
	7.GC-GU.	Grammar and Conventions Strand Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /		

Grade 8 - Adopted: 2022			
STANDARD / COURSE	8.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)	
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.	
STANDARD / COURSE	8.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)	
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.	
STANDARD / COURSE	8.VD-	Vocabulary Development Strand	

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
KNOWLEDGE AND SKILLS /		Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
KNOWLEDGE AND SKILLS / GOAL	oc.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary,
GLE / BIG IDEA STANDARD /	8.ODC-OC.1. 8.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
GLE / BIG IDEA GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.ODC-OC.1. 8.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. Grammar and Conventions Strand

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		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
ST ANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS /	6.VD-AV.	Academic Vocabulary (AV)
GOAL		
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.W-	Writing Strand
	7.W- HWK.	Writing Strand Handwriting and Keyboarding (HWK)
COURSE CONTENT KNOWLEDGE AND SKILLS /	7.W-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK. 7.W-	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	7.W- HWK. 7.W- HWK.7.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.W- HWK. 7.W- HWK.7. 7.ODC-	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oral and Digital Communications Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.7. 7.ODC- 7.ODC- OC.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oral and Digital Communications Strand Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
ST ANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
KNOWLEDGE AND SKILLS /	8.W-RW. 8.W- RW.1.	Range of Writing (RW) Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
KNOWLEDGE AND SKILLS / GOAL	8.W-	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries,

GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W- HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Lesson 19: Unit 6 Summarizing Multiple References, p. 185-196

Idaho Content Standards

Language Arts

Grade **6** - Adopted: **2022**

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
KNOWLEDGE AND SKILLS /	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
KNOWLEDGE AND SKILLS / GOAL	6.VD-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	6.VD- WB.1. 6.VD- WB.1a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE	6.VD-WB.1a. 6.VD-WB.1a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.VD- WB.1. 6.VD- WB.1a. 6.VD- WB.1d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Vocabulary Development Strand
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.1a. 6.VD-WB.1d. 6.VD-WB.1d. 6.VD-WB.1d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Vocabulary Development Strand Word Building (WB)

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-	Read a series of texts organized around a variety of conceptually related topics to build
	DR.2.	knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
ST ANDARD / COURSE	DR.2.	
		can read the texts independently, with peers, or with modest support.)
COURSE CONTENT KNOWLEDGE AND SKILLS /	6.W-	can read the texts independently, with peers, or with modest support.) Writing Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Can read the texts independently, with peers, or with modest support.) Writing Strand Range of Writing (RW) Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries,
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.W-RW. 6.W-RW.1.	Can read the texts independently, with peers, or with modest support.) Writing Strand Range of Writing (RW) Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that

GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- DC.	Digital Communications (DC)
GLE / BIG IDEA	6.ODC- DC.5.	Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vscom or .tv) and the quality of evidence presented.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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Grade 7 - Adopted: 2022			
STANDARD / COURSE	7.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)	
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.	

STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	7.W- HWK.7.	Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)

GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- DC.	Digital Communications (DC)
GLE / BIG IDEA	7.ODC- DC.6.	Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
	8.RS-IP.	
COURSE CONTENT KNOWLEDGE AND SKILLS /		Research Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP) Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.RS-IP. 8.RS- IP.1.	Inquiry Process to Build, Present, and Use Knowledge (IP) Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.RS-IP. 8.RS-IP.1.	Inquiry Process to Build, Present, and Use Knowledge (IP) Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and
		Conventions.)
ST ANDARD / COURSE	8.W-	Writing Strand
	8.W- 8.W- HWK.	
COURSE CONTENT KNOWLEDGE AND SKILLS /	8.W-	Writing Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W- HWK.	Writing Strand Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing, link to and cite sources, present
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.W- HWK. 8.W- HWK.7.	Writing Strand Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.W- HWK. 8.W- HWK.7.	Writing Strand Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. Oral and Digital Communications Strand

STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- DC.	Digital Communications (DC)
GLE / BIG IDEA	8.ODC- DC.6.	Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?).
ST ANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)

GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Crede 7. Adopted 2022		
		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Lesson 21: Unit 7 Inventive Writing, p. 205-214

Idaho Content Standards

		Grade 6 - Adopted: 2022
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ST ANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

ST ANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
	6.ODC- OC.	Oral and Digital Communications Strand Oral Communications (OC)
COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC-	·
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.ODC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GLE / BIG IDEA	6.ODC- OC.1. 6.ODC- OC.1.	Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC-OC.1. 6.ODC-OC.4.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. Grammar and Conventions Strand

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.

GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Grade 8 - Adopted: 2022		
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
ST ANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.

STANDARD /	8.GC-	Grammar and	Conventions Strand
COURSE			

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Lesson 22: Unit 7 Inventive Writing, p. 215-222

Idaho Content Standards

		Language Arts
		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

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	Grade 7 - Adopted: 2022
7.RC-	Reading Comprehension Strand
7.RC-TE.	Textual Evidence (TE)
7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
7.VD-	Vocabulary Development Strand
7.VD-WB.	Word Building (WB)
7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
7.VD- WB.1c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech.
7.RS-	Research Strand
7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
7.W-	Writing Strand
7.W-RW.	Range of Writing (RW)
	7.RC-TE. 7.RC-TE.3. 7.VD- 7.VD-WB.1. 7.VD-WB.1c. 7.RS-IP. 7.RS-IP. 7.RS-IP.1.

GLE / BIG IDEA		
	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS /	7.ODC- OC.	Oral Communications (OC)
GOAL		
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
		collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new
GLE / BIG IDEA	OC.1.	collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate
GLE / BIG IDEA GLE / BIG IDEA STANDARD /	7.0DC- OC.4.	collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
GLE / BIG IDEA GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.ODC- OC.4.	collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. Grammar and Conventions Strand

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STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning or its part of speech.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
ST ANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Lesson 23: Unit 7 Inventive Writing, p. 223-230

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE

6.RC-

Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
ST ANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate
		volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
	6.GC-GU.	•
COURSE CONTENT KNOWLEDGE AND SKILLS /		Grammar and Conventions Strand

Grade 7 - Adopted: 2022			
STANDARD / COURSE	7.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)	
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.	
STANDARD / COURSE	7.RS-	Research Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)	

GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

Lesson 24: Unit 7 Inventive Writing, p. 231-240

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE

6.RC-

Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
ST ANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
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STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
	6.GC-GU.	•
COURSE CONTENT KNOWLEDGE AND SKILLS /		Grammar and Conventions Strand

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.0DC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC- GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Lesson 25: Unit 8 Formal Essay Models, p. 241-250

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	7.W- HWK.7.	Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)

GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Grade 8 - Adopted: 2022		
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W- HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
ST ANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA		rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC- GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
OBJECTIVE	6.RC- NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
ST ANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
GLE / BIG IDEA STANDARD / COURSE		knowledge about the world. (These texts should be at a range of complexity levels so students
ST ANDARD /	DR.2.	knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- DC.	Digital Communications (DC)
GLE / BIG IDEA	6.ODC- DC.5.	Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vscom or .tv) and the quality of evidence presented.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE

6.GC-

Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction,

GU.1a. preposition, interjection).

Idaho Content Standards

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	7.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
OBJECTIVE	7.RC- NF.6b.	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	7.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	7.W-	Writing Strand
COURSE		witting Strain
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
CONTENT KNOWLEDGE AND SKILLS /	7.W-RW. 7.W-RW.1.	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-	Range of Writing (RW) Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries,
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- RW.1.	Range of Writing (RW) Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution,

GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	7.W- HWK.7.	Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- DC.	Digital Communications (DC)
GLE / BIG IDEA	7.ODC- DC.6.	Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
OBJECTIVE	8.RC- NF.6c.	Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining key concepts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred
	WB.1d.	meaning in context or in a dictionary.
STANDARD / COURSE	WB.1d. 8.VD-	meaning in context or in a dictionary. Vocabulary Development Strand
COURSE CONTENT KNOWLEDGE AND SKILLS /	8.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W- HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
	8.ODC- B.ODC- DC.	Oral and Digital Communications Strand Digital Communications (DC)
COURSE CONTENT KNOWLEDGE AND SKILLS /	8.ODC-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- DC.	Digital Communications (DC) Consider the evidence websites or blog posts use to support their position (e.g., Are they
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	8.ODC- DC. 8.ODC- DC.6.	Digital Communications (DC) Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?).
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.ODC-DC. 8.ODC-DC.6.	Digital Communications (DC) Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?). Grammar and Conventions Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-DC. 8.ODC-DC.6. 8.GC- 8.GC-GU.	Digital Communications (DC) Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?). Grammar and Conventions Strand Grammar and Usage (GU) Demonstrate command of the conventions of English grammar and usage when writing

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Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- DC.	Digital Communications (DC)
GLE / BIG IDEA	6.ODC- DC.5.	Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vscom or .tv) and the quality of evidence presented.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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Grade 7 - Adopted: 2022			
STANDARD / COURSE	7.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)	

GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	7.W- HWK.7.	Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

ST ANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- DC.	Digital Communications (DC)
GLE / BIG IDEA	7.ODC- DC.6.	Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W- HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- DC.	Digital Communications (DC)
GLE / BIG IDEA	8.ODC- DC.6.	Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?).
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC- GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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Grade 6 - Adopted: 2022		
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC- L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC- L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-L.	Literature (L)
GLE / BIG IDEA	7.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- L.5b.	Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.
OBJECTIVE	7.RC- L.5c.	Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

COURSE	7.00-	vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
ST ANDARD / COURSE	7.W-	Writing Strand

STANDARD /

7.VD-

Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	7.W- HWK.7.	Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / COURSE	7.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	7.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
GLE / BIG IDEA	7.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.
STANDARD / COURSE	7.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)

GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC- L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W- HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC- GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 279-284

Idaho Content Standards

Language Arts		
		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC- L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC- L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Language Arts		
		Grade 7 - Adopted: 2022
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-L.	Literature (L)
GLE / BIG IDEA	7.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- L.5a.	Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.
OBJECTIVE	7.RC- L.5b.	Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.
OBJECTIVE	7.RC- L.5c.	Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.W-	Writing Strand
	7.W- HWK.	Writing Strand Handwriting and Keyboarding (HWK)
COURSE CONTENT KNOWLEDGE AND SKILLS /	7.W-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD /	7.W- HWK. 7.W- HWK.7.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.W- HWK. 7.W- HWK.7. 7.ODC-	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oral and Digital Communications Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.7. 7.ODC- 7.ODC- OC.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oral and Digital Communications Strand Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

		Grade 8 - Adopted: 2022
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC- L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
	8.W- HWK.	Writing Strand Handwriting and Keyboarding (HWK)
COURSE CONTENT KNOWLEDGE AND SKILLS /	8.W-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W- HWK.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing, link to and cite sources, present
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD /	8.W- HWK. 8.W- HWK.7.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	8.W- HWK. 8.W- HWK.7. 8.ODC-	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. Oral and Digital Communications Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W- HWK. 8.W- HWK.7. 8.ODC- OC.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. Oral and Digital Communications Strand Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC- GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-295

Idaho Content Standards

		Grade 6 - Adopted: 2022
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC- L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC- L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W- RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA	6.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W- RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC- OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
		Idaho Content Standards

Grade 7 - Adopted: 2022		
STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	7.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE	7.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RC-L.	Literature (L)
GLE / BIG IDEA	7.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	7.RC- L.5b.	Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.
OBJECTIVE	7.RC- L.5c.	Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-WB.	Word Building (WB)
GLE / BIG IDEA	7.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	7.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	7.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	7.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	7.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	7.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	7.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	7.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.
STANDARD / COURSE	7.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	7.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	7.W- RW.3.	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	7.W- RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	7.W- RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
GLE / BIG IDEA	7.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	7.W-	Writing Strand
	7.W- HWK.	Writing Strand Handwriting and Keyboarding (HWK)
COURSE CONTENT KNOWLEDGE AND SKILLS /	7.W-	ŭ
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD /	7.W- HWK. 7.W- HWK.7.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	7.W- HWK. 7.W- HWK.7. 7.ODC-	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oral and Digital Communications Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	7.W- HWK.7. 7.ODC- 7.ODC- OC.	Handwriting and Keyboarding (HWK) Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oral and Digital Communications Strand Oral Communications (OC) Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new

CONTENT KNOWLEDGE AND SKILLS / GOAL	7.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	7.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	7.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Grade 8 - Adopted: 2022		
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC- TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC- L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC- L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W- RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-	Write personal or fictional narratives that establish a situation and narrator; engage and orient the
	RW.4.	reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W- RW.5.	reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated
GLE / BIG IDEA GLE / BIG IDEA	8.W-	reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W- HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC- OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC- OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC- OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC- GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC- GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.